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ABSTRACT

The Elementary Reading Centers located in 36 Milwaukee, Wisconsin, urban schools provide supplementary remedial reading instruction to pupils with low reading achievement and provide reading resource teachers to assist and train classroom teachers. Reading teachers emphasize comprehension, vocabulary development, word recognition, study skills, and independent reading skills. The resource teachers' activities include testing, preparing materials, assisting in special programs, and evaluating reading programs, as well as giving inservice training to reading teachers. The 1969-70 evaluation showed that generally pupils in the project did as well as nonproject pupils of lesser disability. Teacher and parent response was favorable to the program. A bibliography is included. (AL)

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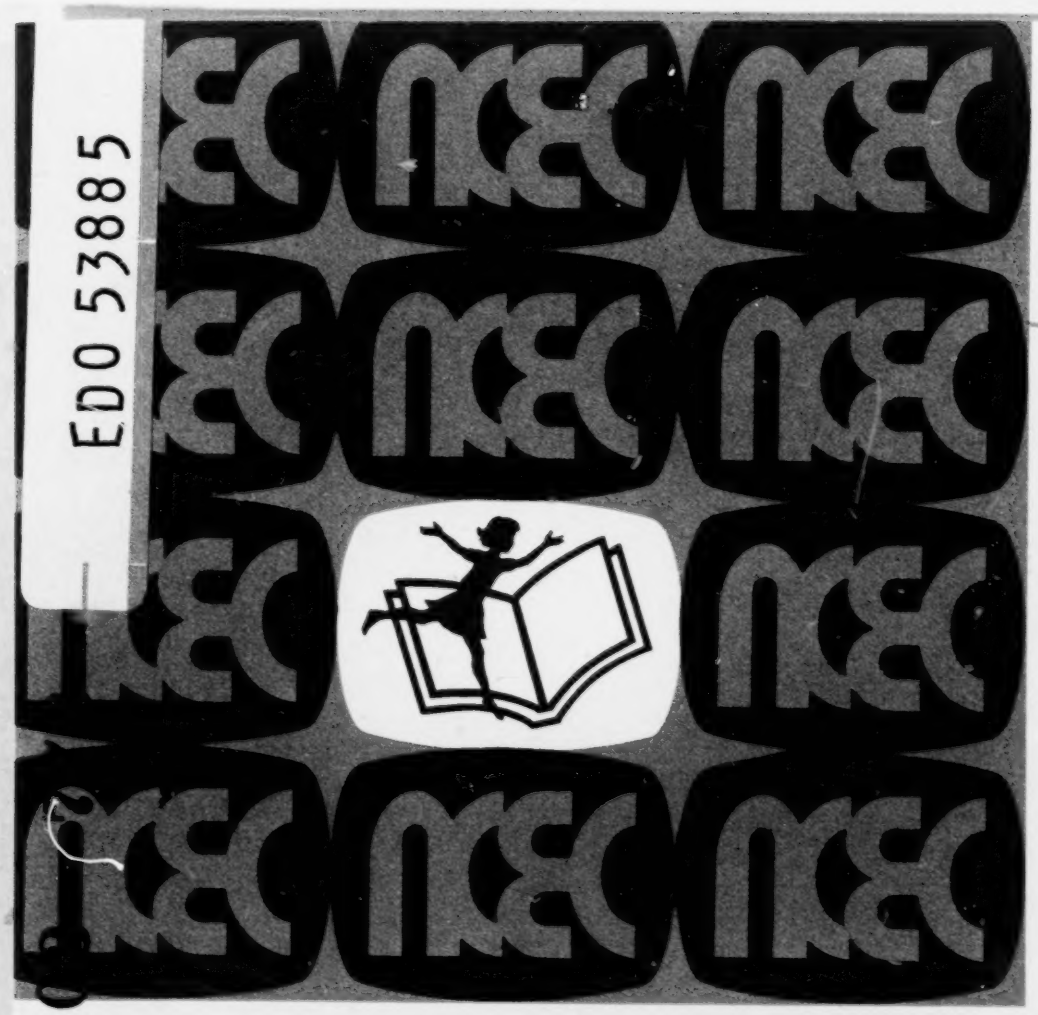

NATIONAL CENTER FOR EDUCATIONAL COMMUNICATION

Model Programs

Reading

Elementary Reading Centers
Milwaukee, Wisconsin

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Model Programs

OE-30035

Reading

Elementary Reading Centers
Milwaukee, Wisconsin

Centers which provide remedial reading instruction for elementary school children and reading resource services for teachers

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

New approaches to the teaching of reading are continually being developed to provide more effective learning opportunities for children who have inadequate reading skills. The Office of Education, through its National Center for Educational Communication, contracted with the American Institutes for Research, Palo Alto, Calif., to prepare short descriptive booklets on 10 of the promising reading programs operating in the Nation's schools.

Each booklet contains a wide range of information presented in standardized format, including a brief introduction to the program, the context or setting in which it operates, an indepth description, an evaluation based upon empirical data, sources of further information, and a bibliography.

Seven reading programs were included in the first *Model Programs--Childhood Education* series. Since these booklets had already been published, they were for this series. However will not be "lost" to tho exemplary reading program here by title and OE numb able at 20 cents each fro of Documents, U.S. Govern Washington, D.C. 20402.

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- Perceptual Development Natchez, Miss., OE-201
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FOREWORD

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been published, they were not duplicated for this series. However, so that the seven will not be "lost" to those interested in exemplary reading programs, they are listed here by title and OE number. All are available at 20 cents each from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

- Interdependent Learner Model of a Follow Through Program, New York, N.Y., OE-20149.
- Responsive Environment Model of a Follow Through Program, Goldsboro, N.C., OE-20139.
- DOVACK Reading Program, Monticello, Fla., OE-20141.
- Corrective Reading Program, Wichita, Kans., OE-20158.
- Exemplary Center for Reading Instruction, Salt Lake City, Utah, OE-20136.
- Perceptual Development Center Program, Natchez, Miss., OE-20142.
- Project PLAN, Parkersburg, W. Va., OE-20150.

INTRODUCTION

Since 1948, the Milwaukee Public School System has operated reading improvement programs in numerous centers throughout the city. Functioning as part of the Comprehensive Communication Skills Program, the Elementary Reading Centers provide remedial reading instruction for children and reading resource services for teachers. Some of these centers serve children in grades 2 through 8 and are supported by ESEA title I funds; others serve different populations and are district funded. The centers described in this report are ESEA funded. In 1969-70, 2,226 children and 498 teachers were assisted by the two components of the program offered at the ESEA centers. Evaluations, based on use of tne Cooperative Primary and Metropolitan Achievement Tests and locally developed questionnaires, indicated that for 1969-70 the project pupils performed as well as nonproject pupils of lesser disability, that parents were satisfied with the program, and that both teachers and administrators agreed that the reading resource services and workshops were valuable additions to the Centers' programs.

CONTEXT OF PROGRAM

LOCALE

The Milwaukee Public Schools serve an area of 95.8 square miles with a population of close to 700,000. The Elementary Reading Centers discussed in this report are those located within the urban center of Milwaukee. The area has experienced steady, although not dramatic, population growth during the past decade. The black population has increased and now accounts for 10 to 15 percent of the population in the older, inner city. There are also distinct communities of Serbians, Poles, and Spanish-speaking people. In at least two schools in the city, Spanish is the primary language for most of the students.

SCHOOL SYSTEM

In 1969-70 the Milwaukee Public Schools served 132,687 pupils in 123 elementary schools and 32 secondary schools. The elementary schools in Milwaukee are of two types: kindergarten through grade 6 and kindergarten through grade 8. The high schools are also of two types: grades 9 through 12 and grades 10 through 12. All the junior high schools house grades 7 through 9. Milwaukee has a "cluster" approach to school planning which was begun in

1969 in an attempt to decentralize programs and services. Each of 14 clusters is composed of either a senior high school and its feeder elementary school or a senior high school and its feeder elementary and junior high schools. This has made it possible to introduce new programs into a "cluster" of schools without having to involve the entire school system. Several of the clusters have organized school-community committees of parents, teachers, students, and administrators. These committees make recommendations through the school principals to city school administrators.

Average class size for regular classes ranges from 22.6 to 31.0, and the average pupil-teacher ratio ranges from 45.1 to 1 in kindergarten to 19.2 to 1 in the technical high school. Elementary schools generally maintain a ratio of 30.2 to 1. In 1969-70 the district's base cost per pupil was $554.00.

HISTORICAL BACKGROUND

In 1948, when Mr. Melvin Yanow was appointed Milwaukee's first director of remedial reading instruction, there was only one reading center. Since then, however, the school board has consistently supported the expansion of the initial program. In 1966, when it was known that ESEA title I funds might become available to the

Milwaukee Public Schools, the school system decided to strengthen and expand the already existing reading improvement program by establishing additional reading centers in elementary schools. These new centers were to be established in areas of cultural deprivation as determined by both the Social Development Commission and the Board of School Directors of Milwaukee. Results from the Cooperative Primary Test and a citywide testing program indicated that children attending schools in these areas were performing below grade level.

Two title I Special Educational Service Centers were established in 1967-68. A pilot reading resource teacher component was added to the Elementary Reading Centers' Program in 1969-70 and is still being expanded. With the addition of these two new services, the name of the now extensive citywide project was changed to the Comprehensive Communication Skills Program. (See figure 1.)

Figure I--Comprehensive Communication Skills Program, 1969-70

I. Reading Centers' Programs
   A. Elementary Reading Centers
      1. Remedial Reading Component
      2. Reading Resource Teacher Component
   B. Secondary Reading Centers
   C. Before- and After-School Reading Centers
   D. Residential Home Reading Center
II. Special Educational and Service Centers

This program is still operated under Mr. Yanow's direction.

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The need for a reading resource teacher component grew out of the realization that more continuity in the methods and content of reading instruction within and between grades should be provided, that the work loads of the supervisory staff should be reduced, and that first-year teachers should be more adequately prepared to teach reading in the Milwaukee schools. Originally, the Reading Centers were established under the assumption that a child who had difficulty learning to read in a normal classroom situation could have his special problem remediated outside of class through intensive individualized or small-group instruction from a reading specialist. This policy had to be changed when it became apparent that increasing numbers of children were exhibiting early reading deficiencies, some of which were not being remedied by the existing program. The result was that reading resource teachers were added to the Elementary Reading Centers' programs to assist classroom teachers and supervisory staff. This was seen as a preventive measure which might ultimately make remediation unnecessary.

PROGRAM DESCRIPTION

SCOPE

Although elements of the Elementary Reading Center's program have been operating in Milwaukee since as early as 1966, this report presents a summary and evaluation of the project as it existed for the duration of the 1969-70 school year in the ESEA-supported Centers. At that time, remedial reading instruction was provided in 38 Centers to 2,226 educationally disadvantaged children enrolled in grades 2 through 8. The centers were located in 36 elementary schools--23 public schools and 13 parochial schools. Some seventh and eighth graders participated in the program since they attended elementary schools housing grades K through 8; however, the majority of children served were in grades 2-6. The space for each parochial school center was rented and maintained by the Milwaukee school board. Some of the public schools had more than one center. Forty-six teachers provided remedial reading services at these 36 schools on a full- or part-time basis. Six of these teachers served half time as reading resource teachers; the remaining 40 received release time to attend inservice workshops to prepare them to become resource teachers for 1970-71. One supervisor and a supervising teacher coordinated the activities of the various centers.

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Pupils included in the Elementary Reading Centers program were those who had the potential to learn to read, as determined by standard IQ scores and past school records, but:

- were not achieving at a level commensurate with their observed potential and were so disabled that it was difficult to work with them in the classroom to increase their reading to the expected level
- were achieving in the lower two thirds of their class in reading as determined by a classroom teacher's evaluation or standardized reading test scores
- had exhibited either one or more behavioral characteristics that might affect their reading achievement, such as:
  - -a language deficiency
  - -poor school attendance
  - -disruptive, aggressive, or belligerent behavior
  - -lethargic, disinterested, or inattentive behavior
  - -shyness or lack of self-confidence

From among the children who met the selection criteria, preferential placement was given to those recommended by the principal, school psychologist, ESEA guidance counselor, ESEA language development teacher, ESEA social worker, or ESEA Reading Clinic. If there was a question about a child's learning potential, the reading center teacher often worked with the child for 1 or 2 months in order to assess his ability to learn. The final decision about acceptance into the program was left to the center's teacher.

The stated objectives for the Elementary Reading Centers' 1969-70 program were:

•Remedial Reading Component

1. To increase each child's actual achievement in reading so that he would be able to function in a classroom situation at a level that more nearly approached his potential achievement level. Evidence of either of the following changes was to be accepted as successful completion of the objective:

- If a child had been functioning at a frustrational level in a reading group in the classroom, he would progress to at least the instructional level of his reading group.
- If a child had been functioning at the instructional level of one reading group in the classroom, he would progress to at least the instructional level of the next highest achieving reading group.

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2. To develop in each child a positive attitude toward self and school by providing successful reading experiences. Evidence of any or all of the following behavioral changes in a child was to be accepted as an indication that the objective had been achieved:
   - If a child had had a history of absenteeism, a 5 percent decrease in the absentee rate would occur.
   - If a child had been lethargic and disinterested, he would be responsive in the learning situation.

- If a child had been disruptive in the classroom, socially acceptable behavior would replace the negative behavior.

- Reading Resource Teacher Component

  1. To determine the effectiveness of the six reading center teachers who were newly trained to assume the roles of reading resource teachers
  2. To train additional reading center teachers to function as reading resource teachers. If the teachers completed an inservice training course offered during the 1969-70 school year, they would be considered eligible to become reading resource teachers.

PERSONNEL

The program director, Mr. Melvin Yanow, is also the Supervisor of Reading Improvement of the Department of Special Education, Milwaukee Public Schools. He works part time on the Elementary Reading Centers Program; his salary is paid by local district funds. He has had more than 20 years' experience in remedial reading and holds an M.A. and a Wisconsin State license in special education.

Together with a supervisor and a supervising teacher, the director is responsible for establishing selection criteria for schools, pupils, teachers, and other personnel. He is also responsible for organizing inservice training, ordering supplies, and developing summaries, progress reports, and budgets.

The supervisor and supervising teacher were selected by the program director on the bases of their experience, knowledge about reading, and ability to work with teachers and administrators. Both hold M.A. degrees in reading and have had several years' teaching experience. They work full time with the Reading Centers Program, and their salaries are paid through title I funds. They assist the director in his administrative duties and in preparing reports, evaluations, and inservice training programs. In addition, each regularly visits the reading centers and the clinics--observing, offering constructive criticism, and acting as liaison between the individual schools and the program director.

In 1969-70, there were 46 reading teachers in the Elementary Reading Centers program. Eight of these worked with the nonpublic elementary school children. Six reading center teachers were also reading resource teachers during the 1969-70 pilot program. The

teachers were selected by the program director on the bases of their ability to be flexible in approach, their willingness to cooperate in the program, and their previous experience in working with educationally disadvantaged children. All are considered highly skilled, competent teachers. Eighty percent hold a Wisconsin State license for teaching remedial reading, which requires an A.B. degree plus 12 semester hours or credits in reading. Many have M.A. degrees in reading, and almost all have had at least 3 years' teaching experience and additional experience in reading instruction. Several speak Spanish fluently and teach in schools where many of the children speak Spanish as their primary language. Teacher attrition rate was only 5 percent during the school year.

Each reading center teacher is responsible for about 35 to 55 pupils a year. Her primary duties include (1) testing, (2) diagnosing reading disabilities, (3) working with project pupils on an individual or small-group basis, (4) preparing materials and planning activities and learning tasks aimed at improving reading, (5) recording the progress of each individual case, and (6) maintaining communication with regular classroom teachers to provide continuity between the experiences in the reading center and those in the classroom.

An additional responsibility of those who are reading resource teachers is to train classroom teachers in the use of more effective techniques for teaching reading and to maintain continuity throughout the elementary grades by working closely with the teachers and supervisory staff.

Clinical personnel staff the two Special Educational Service Centers. These clinicians provide diagnostic and therapeutic services for children with problems which cannot be handled within the reading centers.

Clerical personnel include one full-time secretary, paid by the district, who works for the program director and a second full-time secretary, paid through title I funds, who works for the supervisor and the supervising teacher.

One to five research associates were used at various times during 1969-70 to design and conduct an evaluation of the program.

INSERVICE TRAINING

In the summer of 1969, six of the 46 reading center teachers attended a 6-week workshop designed to prepare them for their role as reading resource teachers during the following school

year. The teachers attended daily sessions of 4 or more hours' duration. Three days a week they received instruction from the administrative and supervisory staffs of the project at a central office building. The purpose of the instruction was to familiarize the teachers with the methods, techniques, and materials used in the entire developmental reading curriculum of the Milwaukee Public Schools, that is, to help them make the transition from their previous roles as full-time clinicians to their new double roles as part-time clinicians and part-time resource teachers. These reading teachers had previously worked only with individuals and small groups of students; they needed to be made aware of the entirely different responsibilities of the classroom teacher. The reading teachers then spent 2 days a week in the field working with classroom teachers in the summer school programs.

During the 1969-70 school year, the six resource teachers served a third function: with the assistance of the supervisory staff, they conducted inservice workshops for the remaining 40 reading center teachers to train them to become resource teachers for 1970-71. The workshops took place one afternoon a month for the entire school year; the teachers were required to attend all the workshops and were freed from their normal duties through a

release-time policy. The workshops, similar in both scope and content to those held during the previous summer, provided instruction in the theory and methods of the developmental reading program. Teachers received actual classroom practice during the regular school day while continuing to assume their former roles on a slightly reduced scale.

No special inservice training, apart from that provided by the resource teachers, was offered to the regular classroom teachers or other personnel.

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FACILITIES

The reading centers are generally accommodated by one or two classrooms in existing school facilities with minimal remodeling. Teachers arrange the rooms to encourage individual or small-group activities. Rather than an arrangement of rows of desks, the teachers often prefer small tables with chairs, listening centers equipped with audiovisual materials, reading centers for silent and oral reading, and discussion centers. The rooms are kept flexible to accommodate a wide variety of activities. They are well lighted, large enough for relatively free movement of about 10 children at a time, and furnished with acoustical tile so that noise is reduced. Storage room is provided in the classrooms so

that all materials are readily accessible to the teacher and the children. Children move to and from the reading centers as they are excused from classes or study periods. Centers are therefore relatively close to regular classrooms, thereby reducing and fully utilizing the child's time in the Center.

The director of the Reading Centers Program, the supervisor, and the supervising teacher have their offices in the Milwaukee Schools Administration Building. The two supervisors travel frequently to the reading centers and clinics throughout the city.

SPECIAL SERVICES

Two Special Educational and Service Centers, funded by title I, serve all of the inner city schools and operate independently from the Reading Centers. The reading center teachers refer pupils with severe reading problems to the nearest clinic. The clinics offer highly individualized treatment which varies greatly with each child. The reading diagnostician attempts to determine the child's specific disability and then designs a program of remediation for him. The number of visits a child makes to the clinic varies: some attend an hour a week, others attend an hour each day. Supportive services of a psychologist, a guidance counselor,

and/or a social worker are utilized whenever necessary. Clinic facilities and personnel are used during the training workshops for prospective resource teachers.

Centers are located in two separate buildings, both adjacent to schools. In these buildings, the specialists have suites of offices and classrooms. The reading clinics house offices for reading clinicians and therapists, several small rooms for study rooms for one or two children to work with a therapist, and a larger classroom for about 10 to 15 children. In one clinic there is a one-way mirror in this larger room through which visitors or teachers in training may observe classes. Children who attend the reading clinics must walk, use public transportation, or be driven by parents or volunteer aides.

ACTIVITIES

The Elementary Reading Centers programs extend, supplement, and enrich the regular school reading programs. One teacher directs the activities in each reading center classroom. The teachers work with 35 to 55 students per year, seeing each student daily for a half-hour period of individual or small-group instruction. In schools where there are two centers or two or more classrooms within a center, two teachers divide the work load; one works with

children in the primary grades, the other with children in the intermediate grades. Children are excused from regular classes or study periods to attend the classes.

The reading teachers, with the assistance of the supervisor or the supervising teacher, are relatively free to adopt the materials and methods that they feel will be most effective. For at least 50 percent of the time, reading center teachers must provide intensive instruction in reading to either small, nongraded groups of three to six pupils or to individual pupils. In general, teachers vary in their emphasis on the following major areas of reading instruction, depending upon the individual needs of each child:

- Pre-reading skills (auditory and visual discrimination, visual-motor coordination, language development)
- Word recognition skills (use of phonetic and structural analysis, use of context clues, development of a sight vocabulary)
- Vocabulary development (knowledge of word meanings through study of homonyms, synonyms, antonyms, prefixes and suffixes, use of context clues, use of the dictionary)

- Comprehension skills (literal, inferential, and critical reading)
- Study skills
- Independent reading skills

Each reading center teacher who also serves as a reading resource teacher spends the remainder of her day acting as a resource person for her school. It is her responsibility to assist classroom teachers in developing their reading programs and improving their effectiveness as reading teachers. Resource teachers generally assist in the following activities:

- Team teaching with classroom teachers in the developmental reading program
- Assisting in ordering reading materials and equipment for the school building
- Demonstrating and/or suggesting reading materials to be used in the reading program
- Assisting in implementing special reading programs

- Testing children to determine their reading level
- Assisting classroom teachers in preparing a developmental reading lesson
- Arranging small group meetings of primary or intermediate teachers within a building to evaluate their reading programs and make adaptations when necessary to meet pupil needs
- Assisting classroom teachers in evaluating the reading progress of their pupils to insure that they are progressing at their proper rate
- Assisting other groups within a building, such as student teachers, intern teachers, teacher aides, and community volunteers

The exact services provided by each resource teacher are determined by the needs of her individual school.

MATERIALS

Each center is equipped with or has available special materials for use in reading instruction. A child is first provided with those materials best suited to his interests and reading ability to insure that he will experience initial success and develop a

more positive attitude toward reading. Later he is encouraged to work with more difficult materials. The variety of special materials and multimedia equipment includes such things as high interest-low readability books, developmental readers, SRA Reading Laboratory materials, workbook materials, Frostig Programs for the Development of Visual Perception, reference materials such as encyclopedias, atlases and dictionaries, filmstrips, Language Masters, overhead projectors, and Tachisto-Viewers. Most centers also have a wide selection of teacher-made materials in addition to the commercial ones.

Some reading center teachers receive assistance from other individuals such as teacher aides, audiovisual specialists, and high impact teams (teams skilled in working with disadvantaged or exceptional pupils in special curriculum problem areas).

PROJECTED PLANS

The Reading Centers Program is continuing in 1970-71 with increased emphasis on prevention programs at the prekindergarten level and in kindergarten through third grade. The reading resource teacher component is being expanded. Eight steering committees have been formed with several reading center teachers

serving on each committee. The committees are charged with the responsibility of finding answers to those problems which still remained unsolved at the conclusion of the 1969-70 school year. Each committee has been asked to study one major problem area, such as lack of parent involvement, and to suggest alternative means of solving the problems existing within that area.

BUDGET

The Milwaukee Public Schools Annual Superintendent's Report, 1969-70, reported the fiscal 1970 projected budget for the entire ESEA title I Comprehensive Communication Skills Program to be $2,796,607. The director of the Reading Centers Program estimated that the portion of this total allotted to the title I Elementary Reading Centers was approximately $515,000. This figure included training for the reading resource teachers, but it did not include expenses for either of the reading clinics in the Special Educational and Service Centers.

Major expenditures for the reading centers included those for salaries, fringe benefits, materials, equipment, travel expenses, and consultants' fees.

The program director estimated that the cost of the 1969-70 program was about $200 to $250 per pupil above the base per-pupil cost in the district as a whole.

EVALUATION

The program was evaluated by the staff of the Department of Educational Research and Program Assessment of the Milwaukee Public Schools.

The analysis of data led to the following findings and conclusions:

- Significant progress was made by both the second-grade project and comparison groups on the Word Analysis and Reading subtests of the Cooperative Primary Tests. However, there was insufficient evidence to conclude that one group did significantly better than the other. The objective, as stated, was considered met, since project pupils did as well as nonproject pupils of lesser disability.

- The results of an examination of the gains made by project pupils in the four behaviorally categorized groups indicated that no one group did significantly better than any other group in the Reading Center project.
- There was insufficient evidence to conclude that the 4th-grade project pupils did significantly better or worse than the nonproject pupils on the Word Knowledge and Reading subtests of the Metropolitan Achievement Tests. It was considered a positive finding that project pupils did as well as nonproject pupils of lesser disability.
- Forty-two of the 46 Reading Center teachers responded to the questionnaire concerning the value of the Training Workshop. Thirty-eight teachers rated the workshop good in terms of organization; 35 rated it good in terms of content. Half of the responding teachers thought that future workshop sessions should provide participants with more opportunities to exchange ideas and take an active part.

- Questionnaires were returned by 222 of 411 parents. Ninety-five percent felt their children had benefited from the project; 63 percent felt their children read more at home.
- The effectiveness of the Reading Resource Teachers was evaluated by personnel involved in both ESEA and district funded programs. It was impossible to determine the specific recommendations made by those who only participated in the ESEA program, but the general consensus was that the Resource Teachers were most effective in:
  - Assisting teachers with ordering materials and equipment
  - Assisting in grouping children into reading levels
  - Testing new children
  - Suggesting materials to be used with individuals or groups
  - Meeting with individual teachers

- Forty-five of the 46 Reading Centers returned the questionnaire regarding planning and pupil development. The majority were satisfied with the structure and planning of the project: more supervision was deemed unnecessary, the objectives were considered appropriate for the pupils, and communication among staff was adequate. Over half of the responding teachers felt that self-confidence and motivation to learn were the two areas of greatest pupil development.

For Further Information

Further information is available upon request from:

Mr. Melvin Yanow, Supervisor

or

Miss Marie Held or Mrs. Helen Werner, Supervising Teachers
Milwaukee Public Schools Administrative Office
5225 West Vliet Street
Milwaukee, Wisconsin 53201
(414) 476-3670

or

Mrs. Loretta Doepke
Department of Educational Research and Program Assessment
Milwaukee Public Schools
P. O. Drawer 10K
Milwaukee, Wisconsin 53201

Visits should be arranged several days in advance through Mr. Yanow and his staff. If the visitor would like to see the Reading Clinics, a special request should be made. Accommodations in Milwaukee are adequate. If a person plans to fly to the Milwaukee area, it would be best to land at Milwaukee's General Mitchell Field rather than at any of the crowded Chicago fields. Mitchell is only a short drive from downtown Milwaukee.

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GPO : 1971 O - 426-158

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Ten promising reading programs are included in this series. Follow
of these programs, their location, and a short descriptive statem

- Summer Remedial and Enrichment Program, Thomasville, Ga.
  An 8-week program of individualized and small group instruction with an emphasis on improved reading skills.

- Programed Tutorial Reading Project, Indianapolis, Ind.
  A program using paraprofessionals to individually tutor disadvantaged children in reading.

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  An intensive summer remedial program which fosters reading growth for junior high school students.

- Topeka Reading Clinic, Centers, and Services, Topeka, Kans.
  A remedial reading program serving about 1,000 students in grades 4 through 9.

- Bloom Twp. High School Reading Program, Chicago Heights, Ill.
  A high school reading program to help poor readers through individually prescribed study in specific content areas.

- Intensive Reading Inst
  A team approach pr
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- Elementary Reading Cen
  Centers which prov
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  and reading resour

- School-Within-A-School
  A program for low-
  grade students to
  reading skills and
  attitudes toward s

- Remedial Reading Progr
  A small-group reme
  for Mexican-Americ

- Yuba County Reading-L
  A two-part program
  teacher training t
  skills.

Seven programs included in the first *Model Program* series--on childhood education
promising reading programs. These are the Interdependent Learner Model of a Follo
N.Y., Responsive Environment Model of a Follow Through Program, Goldsboro, N.C., D
Monticello, Fla.; Corrective Reading Program, Wichita, Kans.; Exemplary Center for
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students.

Centers, and Services, Topeka, Kans.
program serving about
grades 4 through 9.

Reading Program, Chicago Heights, Ill.
ding program to help poor readers
ly prescribed study in specific

- Intensive Reading Instructional Teams, Hartford, Conn.
  A team approach providing intensive reading instruction to disadvantaged first-grade children.

- Elementary Reading Centers, Milwaukee, Wis.
  Centers which provide remedial reading instruction for elementary school children and reading resources services for teachers.

- School-Within-A-School, Keokuk, Iowa
  A program for low-achieving seventh-grade students to develop basic reading skills and improve student attitudes toward school.

- Remedial Reading Program, Pojoaque, N.M.
  A small-group remedial reading program for Mexican-American and Indian children.

- Yuba County Reading-Learning Center, Marysville, Calif.
  A two-part program of clinic instruction and teacher training to improve children's reading skills.

luded in the first *Model Program* series--on childhood education--were also identified as programs. These are the Interdependent Learner Model of a Follow Through Program, New York, nvironment Model of a Follow Through Program, Goldsboro, N.C., DOVACK Reading Program, Corrective Reading Program, Wichita, Kans.; Exemplary Center for Reading Instruction, ah; Perceptual Development Center Program, Natchez, Miss.; and Project PLAN, Parkersburg, W.Va.